DOCUMENT RESUME

ED 117 057 SP 009 753

TITLE	HIP--An Alternative Program for the Preparation of Elementary Teachers.
INSTITUTION	Missouri Univ., Columbia. Coll. of Education.
PUB DATE	Dec 75
NOTE	8p.
EDRS PRICE	MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS	Elementary School Teachers; *Field Experience Programs; *Higher Education; *Performance Based Teacher Education; Preservice Education; Program Descriptions; *Teacher Education
IDENTIFIERS	*Distinguished Achievement Awards Entry; HIP; Humanizing Individualizing Personalizing

ABSTRACT

The University of Missouri College of Education and the Columbia Public Schools implemented an alternative program for the preparation of elementary teachers. The program, Humanizing, Individualizing and Personalizing Education (HIP), is offered over a three-year period, and correlates a field experience with university classroom activities. Each of the freshman and sophomore students is a member of a learning community in a participating Individually Guided Education (IGE) elementary school, and the IGE Learning Community at the University. When students are not on their field assignments they participate in didactic activities which are designed in two to three week increments, scheduled at least one week in advance. The University Learning Community is made up of the students and an interdisciplinary team of 20 educators. The professional training embraces the laboratory, clinical, and small group seminar approach to professional preparation. The didactic content is to varying degrees competency-based and is to a large extent organized around behavioral objectives, instructional alternatives, and alternative assessment procedures. Students select an advisor from the Learning Community to coordinate the planning of the professional education learning program for each student according to his/her needs, interests, and activities. (Information concerning objectives, personnel, budget, and contributions is included.) (Author/RC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117057

DEC 15 1975

HIP - AN ALTERNATIVE PROGRAM FOR THE PREPARATION OF ELEMENTARY TEACHERS

SUBMITTED TO

AACTE

DISTINGUISHED ACHIEVEMENT AWARD PROGRAM

SUBMITTED BY

THE UNIVERSITY OF MISSOURI-COLUMBIA

COLLEGE OF EDUCATION

BOB G. WOODS
DEAN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

DECEMBER 1975

SP009 753

HIP - Summary

The University of Missouri College of Education and the Columbia Public Schools implemented in the Winter 1975 semester an alternative program for the preparation of elementary teachers. The program known as the HIP Project (Humanizing, Individualizing and Personalizing Education), is offered in three sixteen-semester hour blocks over a three year period. Each block correlates a field experience with university classroom activities. Eighty students from the 1974-75 freshmen and sophomore classes participated in the initial phase of the project. Each student is a member of a Learning Community in a participating IGE (Individually Guided Education) elementary school and the IGE Learning Community at the University.

Students spend one third of each day in their assigned elementary school Learning Community. When they are not on their field assignments they participate in didactic activities which are designed in 2-3 week increments, scheduled at least one week in advance and conducted in an open space classroom which is maintained fourteen hours per day. The University Learning Community made up of the students and an interdisciplinary team of twenty educators is committed to the accomplishment of the following process goals of IGE:

> A process of individualizing, personalizing, and humanizing learning by tailoring instructional approaches to individual differences rather than requiring all prospective teachers to learn in the same way and at the same pace, and;
>
> A process for continuous improvement which makes it possible for prospective teachers to evaluate their own performance in a clinical context, alter their instructional procedures where indicated, and advance toward successively higher levels of effective teaching.

The professional training embraces the laboratory, clinical, small group seminar approach to professional preparation. The didactic content in each HIP Block is to varying degrees competency based and is to a large extent organized around behavioral objectives, instructional alternatives and alternative assessment procedures. Students select an advisor from within the Learning Community who is responsible for coordinating the planning of the professional education learning program for each of his/her advisees in the manner which best accomodates the students' needs, interests, and abilities.

HIP - AN ALTERNATIVE PROGRAM

FOR THE PREPARATION OF ELEMENTARY TEACHERS

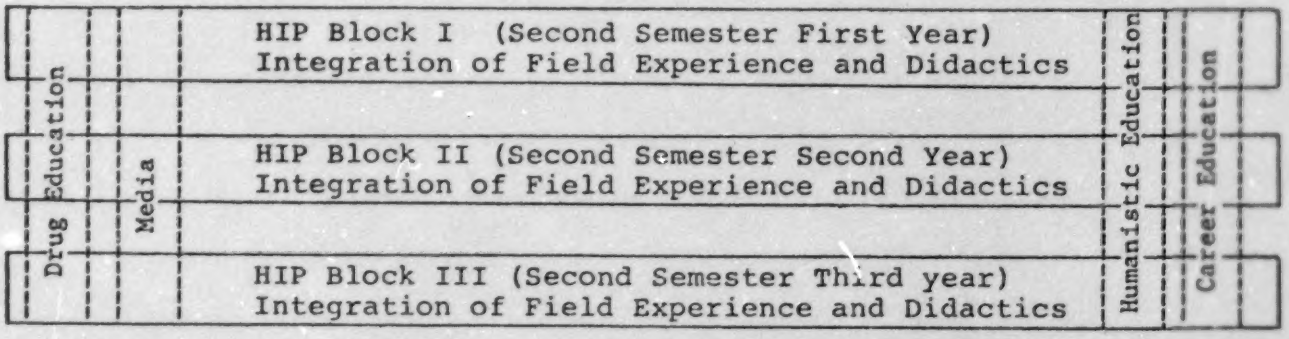
I. Description and development of the program.

The HIP (Humanizing, Individualizing, and Personalizing) program is a direct outgrowth of an attempt by the University of Missouri, College of Education and the Columbia, Missouri Public Schools to combine the resources of both institutions to produce an improved program for the pre-service preparation of elementary teachers. Each of the institutions were in a position to offer unique contributions to an alternative program. The public schools, by the 1974-75 school year, had implemented in three elementary schools the Individually Guided Education (IGE) change program developed by /I/D/E/A/ (the Institute for the Development of Educational Activities) of the Charles F. Kettering Foundation. The University Laboratory School also became an IGE school in the fall of 1974. The College of Education's Center for Educational Improvement (CEI) is an agency qualified to assist schools in the implementation of IGE change programs and for the training of IGE facilitators. College Faculty members representing the subject methods courses normally taken by elementary majors were in the process of restructuring their course materials around behavioral objectives, alternative learning styles and alternative assessment methods. In addition, the College's Career Education Curriculum and Inservice Project and Department of Health and Physical Education were qualified to provide expertise in the key areas of career and drug education.

Under the leadership of the Undergraduate Teacher Education Committee, HIP was designed and preparations were made to implement the program in the Winter 1975 semester. The design incorporates the following special features: (1) it concentrates the entire professional training component into three full-time semester blocks taken one per year, (2) it correlates daily didactics with daily field experiences, (3) each student becomes a member of a learning community in an open space IGE school, (4) the University faculty, along with the students, form a learning community and function in an open space classroom, (5) humanistic, drug, and career education activities are stressed throughout and (6) a low advisor-advisee ratio

allows for increased individualization of programming and opportunity for the development of close personal relationships.

The following diagram should clarify the basic design of the HIP program.


HIP Block I (Second Semester First Year)
Integration of Field Experience and Didactics
HIP Block II (Second Semester Second Year)
Integration of Field Experience and Didactics
HIP Block III (Second Semester Third year)
Integration of Field Experience and Didactics
Drug Education
Media
Humanistic Education
Career Education

Note: For one academic year and the first semester preceding each HIP Block each student in the Learning Community will be enrolled in regular courses (general requirements) of the University outside of the College of Education in order to obtain general requirements.

Each of the three blocks concentrates on a different set of content. Block I emphasizes growth, development and learning, classroom organization and management, the teaching of reading, language arts, and science. Block II emphasizes history and philosophy of education, measurement and evaluation, and the teaching of mathematics, social studies, and physical education activities. Block III emphasizes the teaching of art, music and literature for children. Running through all three blocks and correlated with the didactic content are activities related to drug abuse, career education, media utilization and humanistic education.

The training embraces the laboratory, clinical, small group seminar approach to professional preparation. The didactic content in each HIP Block is to varying degrees competency based and is to a large extent organized around behavioral objectives, instructional alternatives and alternative assessment procedures.

A proposal outlining the HIP alternative program was prepared by the Center for Education Improvement and submitted to the Drug Division of the U.S. Office of Education (USOE) in June, 1974. The program was funded by USOE from July 1974 through September 1975 for $79,000 and became identified as the HIP Project. The grant was continued from October 1975 through September 1976 with $66,000 additional funding.

II. Objectives

The overall objective of HIP is to produce effective, self-confident elementary teachers who, through an individualized field based program emphasizing modeling, will have not only acquired the necessary skills and knowledges normally needed by practitioners but in addition will have developed special competencies in IGE processes and humanistic, drug, and career education.

All of the specific objectives in the various components of the program (they number in the hundreds) must conform to the following two primary process goals of the HIP Learning Community:

A. A process for individualizing, personalizing, and humanizing learning by tailoring instructional approaches to individual differences rather than requiring all prospective teachers to learn in the same way and at the same pace, and;

B. A process for continuous improvement which makes it possible for prospective teachers to evaluate their own performance in a clinical context, alter their instructional procedures where indicated, and advance toward successively higher levels of effective teaching.

III. Personnel Involved

The success of a program such as HIP requires that all persons involved be enthusiastic about and believe in what is being attempted. Because of this basic assumption, it was decided that all participants would be volunteers. This included faculty, students, school principals and cooperating teachers. In the fall of 1973 faculty members representing the various elementary curricular areas were informed of the design of the alternative program and were given the opportunity to join with the principal and teachers in the University Laboratory School in the inservice training necessary to implement the IGE change program.

In the fall of 1974 the remainder of the Faculty was recruited and a director was named. The faculty learning community includes an associate dean, the laboratory school principal, three professors, six associate professors, two assistant professors, four instructors, one research associate and two IGE consultants. All specialized academic areas required to conduct the program are represented in the Community.

Eighty students from the 1974-75 freshman and sophomore classes participated in the Winter 1975 HIP Block I. They were given the opportunity to volunteer after they had listened to an explanation of the program design and objectives. Those who applied were then screened to make sure that those who were accepted met prerequisites and had the ability and commitment that would predict a high probability of completion of the program.

The personnel of the four cooperating IGE schools were, through representatives, kept informed of the upcoming program during the planning phase. Prior to the implementation date (January 1975), a meeting of the University Learning Community and the teachers from the participating schools was held to discuss the details of the program and to solicit volunteers to serve as cooperating teachers. Without exception, the learning community teachers requested that they be assigned HIP students. A total of four principals and thirty-nine teachers ultimately became involved in the program.

IV. Budget

HIP fiscal support comes from two sources, a USOE grant and the general operating budget of the College. The grant provides specified portions of the salaries of key project personnel, i.e., director (.50), assistant director (.20), principal learning community leader (.10), IGE facilitator (.25), secretary (1.00) and, graduate teaching assistants (2.50). In addition, the grant provides (1) extra compensation for the other participating faculty and support personnel, (2) travel expenses for three retreats for the faculty learning community, (3) the director's travel expenses to USOE called meetings and (4) supplies and materials. All other costs are absorbed by the salary and wages (S&W) and expense and equipment (E&E) budgets of the participating departments of the College.

V. Contribution to the Improvement of Teacher Education

HIP is an attempt to incorporate into a single program workable adaptations of the most promising new thrusts in teacher education. It incorporates (to varying degrees) philosophies and concepts from the Individually Guided Education (IGE)

and the Performance Based Teacher Education (PBTE) movements. It meets the demands of students and practitioners for earlier and expanded field experiences which are correlated more directly with classroom theory. It deals with the problem of drugs, sexism and racism in the schools. It provides the students with an awareness of and opportunities to become involved in the humanistic and career education movements. In addition, it serves as a mechanism to bring teacher educators and practitioners together in the decision making process for the purpose of enhancing the educational experiences of all concerned; the children, the college students in training, the cooperating teachers and the teacher educators. A true symbiotic relationship. With proper evaluation and dissemination the program could become a model for other institutions with similar resources and goals.

VI. Evaluation Methods and Results

HIP is being evaluated for USOE by ABT Associates, Inc., Cambridge, Massachusetts. In addition, a sophisticated evaluation design involving pre and post testing of experimental and control groups over time on a number of cognitive and affective variables has been implemented by the program staff. Results now available from these two sources are too voluminous to report here, however, both indicate that the objectives of the program are being achieved to a substantial degree. Student reaction to the first HIP Block was assessed in May, 1975 and was extremely positive. Seventy six of the original 80 indicated their intent to complete the remaining requirements of the program. They also indicated a strong desire for additional emphasis on the humanizing, personalizing and individualizing aspects of the program. A more complete report of evaluation results is available upon request.

Bob G. Woods

Bob G. Woods
Institutional Representative